DOCUMENT RESUME

ED 300 368 SP 030 686

AUTHOR West, Brad; Brousseau, Bruce
TITLE Profiles of Entering Michigan State University Teacher Education Students 1985-1987 Academic Years. Program Evaluation Series No. 18.
INSTITUTION Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE Oct 87
NOTE 37p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Admission Criteria; *Career Planning; *Educational Attitudes; *Educational Background; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Evaluation; *Student Characteristics
IDENTIFIERS *Michigan State University

ABSTRACT

The purpose of this report is: (1) to provide comprehensive descriptions of students entering each of the teacher education programs at Michigan State University during the 1985-1987 academic years; (2) to report differences in the responses of 1985-86 and 1987 samples from elementary and secondary candidates; and (3) to compare candidates entering the standard program and alternative programs. Data were collected from three questionnaire surveys (entering, exit, and follow-up) and two interview schedules, (entry and exit). Section one provides an outline derived from the entry questionnaire which was divided into six units: (1) general background of the respondents; (2) high school background; (3) college background; (4) career orientations; (5) general orientation to teaching; and (6) educational beliefs. Section two reports: (1) 1986-87 standard program versus alternative program(s) entry characteristics; and (2) pre- and post-admission criteria contrasts. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300368

Research and Evaluation in Teacher Education

Program Evaluation Series No. 18

PROFILES OF ENTERING
MICHIGAN STATE UNIVERSITY
TEACHER EDUCATION STUDENTS
1985 - 1987 Academic Years

Brad West and Bruce Brousseau

Department of Teacher Education
and
Office of Program Evaluation

SP030686

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. West

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Publication of . . .
The Office of Program Evaluation
College of Education
Michigan State University
October, 1987

Program Evaluation Series No. 18

PROFILES OF ENTERING MICHIGAN STATE UNIVERSITY TEACHER EDUCATION STUDENTS 1985 - 1987 Academic Years

Brad West and Bruce Brousseau

Acknowledgement

More than one thousand individuals were involved, either directly or indirectly, in the conception, construction, administration and data collection phases of this undertaking. Particular acknowledgement goes to the undergraduate teacher education students, who provided the data for analysis. There was a planning group always at the core of this work: the Undergraduate Program Evaluation Committee comprised of the teacher education program evaluators and members of the Office of Program Evaluation Staff. Acknowledgement is given to the program evaluators and to the TE 200 faculty for their cooperation and support in collecting the data. Special acknowledgement is also given to Bruce Brousseau for assistance in analyzing the data and to Don Freeman for overseeing the design of the questionnaire survey.

A final word of thanks to colleagues in the Office of Program Evaluation who read and provided critical advice for the preparation of this report.

Brad West
East Lansing, Michigan
Fall, 1987

TABLE OF CONTENTS

	Page
List of Tables	i
Introduction	1
The Instruments	1
Designated Population	1
1985 through 1987 Entry Data	2
Program Descriptions	2
Organization of This Report	3
SECTION 1.	
Population Percentages and Frequency Counts	4
A. General Background of Respondents	4
B. High School Background	5
C. College Background	7
D. Career Orientations	8
E. General Orientation to Teaching	14
F. Educational Beliefs	17
SECTION II.	
Subpopulation Contrasts	20
A. Standard Program Verses Alternative Programs 1986-87, Contrasts	20
B. Pre and Post Admission Criteria Change Contrasts	25
I. Elementary 85/86 With Elementary 86/87	25
II. Secondary 85/86 With Secondary 86/87	27
Appendix I (Admission Policy)	29

List of Tables

I.	Number of Program Respondents	4
II.	High School Preparatory Program	6
III.	Involvement in High School Activities	6
IV.	Interactions with Young Children	7
V.	Level of Confidence in Ability to Perform Teaching Roles	9
VI.	Ratings of Sources of Professional Knowledge Needed for Teaching	11
VII.	Motivating Factors for Entering the Teaching Profession	12
VIII.	Perceived Importance of the General Goals of Schooling	15
IX.	Perceived Confidence Levels	22

PROFILES OF ENTERING MICHIGAN STATE UNIVERSITY TEACHER EDUCATION STUDENTS

1985 - 1987 Academic Years

General Background	High School Background	College Background
Career Plans	General Orientation to Teaching	Educational Beliefs

INTRODUCTION In 1981, Michigan State introduced four teacher preparation programs as alternatives to the Standard Program. Soon after the new alternatives were introduced, the Undergraduate Program Evaluation Committee was created to provide continuity in the evaluation of undergraduate programs.

A basic question that drives program evaluation at the undergraduate level is, "HOW DO STUDENTS CHANGE AS THEY PROGRESS THROUGH EACH OF THE FIVE UNDERGRADUATE TEACHER PREPARATION PROGRAMS?" What changes occur between program entry and exit? Do changes in student outcomes vary in predictable ways as a function of the program? Do these changes endure over time? The purpose of this report is (1) to provide comprehensive descriptions of students entering each of the programs during the 1985-1987 academic years, (2) to report differences in the responses of 1985-86 and 1986-87 samples: (a) elementary candidates,(b) secondary candidates and (c) to compare candidates entering the Standard Program and Alternative Programs.

THE INSTRUMENTS Data collection is based primarily on instruments developed by Don Freeman and the Undergraduate Program Evaluation Committee to provide a common, comparative baseline for interpreting results for each program. Presently, the set of common instruments includes three questionnaire surveys (entering, exit, and follow-up) and two interview schedules, (entry and exit). The entry questionnaire, which is the focus of this report, is divided into six units: (1) General Background of the Respondents, (2) High School Background, (3) College Background, (4) Career Orientations, (5) General Orientation to Teaching, and (6) Educational Beliefs. These units provide the outline for the presentation of the findings in Section I of this report. Section II reports: (1) 1986-87 Standard Program versus Alternative Program(s) entry characteristics and (2) pre-and post-admission criteria contrasts.

THE DESIGNATED POPULATION Generally, the undergraduate program evaluation plan is on a three year cycle. Students who enrolled in TE 200 during the 1985-1986 academic year served as the designated population for CYCLE 1; students who enroll in TE 200 during the 1988-1989 academic year will constitute the target population for CYCLE 2, etc. (For additional details of the overall program evaluation effort in the College of Education, see Freeman, Overview: Program Evaluation in the College of Education at Michigan State University. Program Evaluation Series No. 10, 1986, East Lansing, MI: Office of Program Evaluation, College of Education, Michigan State University.)

However, this report, which combines the 1985-86 and 1986-87 entry data, was not prompted by the general evaluation plan. Rather, because revised admission standards (see Appendix I) were introduced in Fall, 1986, the analyses that serve as the focus of this report were conducted in an effort to identify entry level characteristics that may be generally related to the revised admission criteria.

1985 through 1987 ENTRY DATA

This publication, PROFILES OF ENTERING MICHIGAN STATE UNIVERSITY TEACHER EDUCATION STUDENTS, Fall 1985 through Spring, 1987, is a cumulative report of the entry questionnaire administered to students during their first week of enrollment in TE 200 in the 1985-1986 and 1986-1987 academic years. TE 200--Individual and the School--is the first professional education course required of both elementary and secondary majors. Elementary majors will have completed TE 101--Exploring Teaching--prior to TE 200 and students generally select their program during or after TE 101, based on program orientation sessions.

As mentioned earlier, teacher education undergraduates may participate in one of four alternative programs to the Standard Program. The five programs and their respective focal points are briefly summarized as follows:

THE STANDARD PROGRAM: The elementary and secondary teacher certification program in which the largest number of students participate. The curriculum includes distinct courses in educational psychology, foundations of education, methods of teaching the various subjects and field/laboratory experiences.

THE ACADEMIC LEARNING PROGRAM: An alternative certification program for elementary and selected fields of secondary education. Focuses on the academic/intellectual underpinnings of particular disciplines. Emphases is on how subject matter is learned and how to analyze/adapt curricula in view of their educational, social, and psychological foundations.

THE HETEROGENEOUS CLASSROOMS PROGRAM: An alternative certification program for elementary majors. Focuses on the wide range of individual and group needs in the typical diverse classroom. Emphasis is on the nature and origin of differences and the implications for effective teaching.

THE LEARNING COMMUNITY PROGRAM: An alternative certification program for elementary education majors which focuses on the need to promote personal and social responsibility among students. The program emphasizes creating opportunities for personal and cooperative classroom learning to develop a sense of community in a classroom.

THE MULTIPLE PERSPECTIVES PROGRAM: This is an alternative certification program for elementary and secondary majors. Emphasis is on teacher decision making with attention to decisions regarding individual differences, instruction and instructional design, and group interaction. The program focuses on in-depth study of the multiple functions of schools in today's society.

ORGANIZATION OF THIS REPORT

This report of the cumulative 1985-1987 entry data is organized into two major sections:

SECTION I. Population percentages and frequency counts

- A. General Background
- B. High School Background
- C. College Background
- D. Career Plans
- E. General Orientation to Teaching
- F. Educational Beliefs

SECTION II. Subpopulation Contrasts

- A. Standard Program versus Alternative Program 1986-87 Contrasts
- B. Pre- and Post-Admission Criteria Contrasts
  1. Elementary 1985/86 versus Elementary 1986-87 Contrasts
  2. Secondary 1985/86 versus Secondary 1986-87 Contrasts

1411 students were enrolled in TE 200 during the 1985-1987 academic years and useable questionnaires were returned by 1019 respondents (72% return rate). Because all respondents did not reply to every survey item, percentages in the following table and for each subsequent question were adjusted for the total responding to each question. Significant chi-square tests of differences in response patterns for the 1985-1986 and 1986-1987 samples (alpha=.05) will be noted throughout Section I of the report.

Table I
Number of Program Respondents

	1985-1986	1986-1987	1985-1987 TOTALS
Standard Program	350 (64%)	356 (75%)	706 (69%)
Academic Learning	47 (9%)	42 (9%)	89 (9%)
Heterogeneous Classrooms	25 (5%)	0 (0%)	25 (2%)
Learning Community	36 (6%)	21 (4%)	57 (6%)
Multiple Perspectives	87 (16%)	55 (12%)	142 (14%)
	545 (100%)	474 (100%)	1019 (100%)

SECTION I. POPULATION PERCENTAGES AND FREQUENCY COUNTS

1. GENERAL BACKGROUND INFORMATION

		1985-86 N=545 percent	1986-87 N=474 percent	1985-87 N=1019 percent
The respondents were primarily	female	76%	81%	78%
	caucasian	96	97	96
	under 22 years old	64	63	64
	from families with three or more children	78	73	75
The respondents' mothers	had some study beyond high school	59	63	61
	and a college degree	35	37	36
	and an advanced degree	11	13	12
The respondents' fathers	had some study beyond high school	70	73	72
	and a college degree	50	51	51
	and an advanced degree	25	25	25
When the respondents were in high school, their mothers	were homemakers	42	40	41
	or white/blue collar workers	41	41	41
	or in the education profession	13	14	14
and their fathers were	white collar workers	57	55	56
	or blue collar workers	29	29	29
	or in the education profession	8	10	9

		1985-86 N=545 percent	1986-87 N=474 percent	1985-87 N=1019 percent
Family income when respondents graduated from high school was	less than $20,000	11%	10%	11%
	or between $20,000 and $35,000	25	26	26
	or between $35,000 and $50,000	25	26	26
	or over $50,000	22	23	23
	or respondent did not know	17	15	16
At the time of the survey, the respondents worked	20 hours or less each week	44	47	46
	between 21 and 30 hours each week	11	9	10
	or more than 30 hours each week	5	8	7
	or did not work at all	40	36	38
Besides working, respondents did volunteer (community) work	one to five hours each week	22	20	21
	or 6 or more hours each week	5	5	5
	or none at all	73	75	74
During a typical week, respondents report studying	less than 10 hours	10	9	10
	10-15 hours	28	27	27
	16-20 hours	31	32	31
	21-25 hours	19	20	20
	or more than 25 hours	12	12	12

2. HIGH SCHOOL BACKGROUND AND ACTIVITIES

Respondents graduated from high schools that had	less than 100 seniors	15	15	15
	101-300 seniors	40[1]	34	37
	300 or more seniors	44	50	47
and may be classified as	suburban high schools	53	54	54
	rural high schools	28	25	27
	urban/inner city schools	19	21	20

Of the 1985-87 respondents, eighty-nine percent (903) attended public high schools and the remaining 11 percent attended either private (28) or parochial high schools (85).

[1] Chi-sq.=10.31, $p \leq .05$

Judging from the course work completed, 1985-87 entering students participated in relatively strong college preparatory programs while in high school. Seventy-eight percent (793) had four or more years of English, 76% (778) studied three or more years of mathematics and 65% had three or more years of natural science. Other course work is summarized in Table II.

Table II. High School Preparatory Program (N=1019)

	Years of Study				
	one	two	three	four+	none
English	1%	4%	17%	78%	0%
Mathematics	4	19	28	48	1
Natural Science	8	27	28	38	0
History/Soc. Studies	7	33	35	25	0
Social Sciences	32	26	12	10	20
Fine Arts	23	19	10	30	18
Foreign Language	20	27	15	16	23
Business/distributive education	53	22	8	3	14
Vocational/technical education	37	8	4	2	49

While in high school, most entering teacher candidates tended to be active in extracurricular activities. Eighty-three percent (842) participated in sponsored clubs, committees or organizations. Forty-one percent (422) had a high level of involvement in interscholastic athletics or cheerleading. Involvement in other activities is summarized in Table III.

Table III. Involvement in High School Activities (N =1019)

Activity	None	Some	Moderate	High
Choir/Band/Orchestra	48%	15%	7%	30%
Theater/Debate	58	22	8	12
Newspaper/Yearbook	65	18	8	9
Clubs/Committees Organizations	17	31	25	27
Interscholastic Athletics/Cheerleading	29	17	12	42
Intramural Athletics	53	26	10	11
Community Service	28	42	18	12
Church Related Activity	35	30	17	18
Travel: U.S./Canada	15	33	26	26
Travel: Foreign	74	14	5	7
Pleasure Reading	4	27	27	42
Part-time Paid Employment	11	22	29	38

Ninety-five percent (966) of the respondents graduated from high schools that sponsored chapters of the National Honor Society and of those, 50% (511) were elected to membership[1]. Sixty-four percent (646) of the respondents also held one or more school leadership positions, such as class officer, newspaper editor, team captain, etc[2].

During high school, nearly all respondents had interactions with elementary and/or middle school aged children (see Table III.) Babysitting was the most common form of interaction (82%). Twenty percent served as camp counselors, 22% as a sports coach[3] and 21% as a Sunday school teacher. Other interactions are summarized in Table IV.

Table IV.

Interactions With Young Children (N =1019)

	Percent
Camp Counselor	20%
Sports Coach	22
Sunday School Teacher	21
Swimming Teacher	13
Babysitting	82
Teaching involving one child	39
Teaching involving groups	42
Teaching involving handicapped	17

C. COLLEGE BACKGROUND

When did entering candidates first realize they would be going to college?

68%	before high school
26%	during high school
6%	after high school

Forty-four percent (442) transferred to Michigan State from another institution.

In a typical MSU term, candidates carried

less than 11 credits	9%
11 to 13 credits	26%
14 to 16 credits	50%
17 or more credits	15%

[1]Chi-sq.=12.94, p≤.01; between 1985-86 and 1986-87 groups.
56.5% elected in 86-87 group.
45.2% elected in 85-86 group.

[2]Chi-sq.=12.50, p≤.01; more leadership positions held in 1986-87 group.

[3]Chi-sq.=5.08, p≤.02; more coaching in 1985-86 group.

Nearly two-thirds of the respondents were juniors (64%). Fifteen percent were seniors, 9% were sophomores, and 12% had already earned a bachelors degree.

42% were in Elementary Certification Programs
45% were Secondary Programs
6% were Special Education Programs
7% were Child Development Majors also earning a teaching certificate.

Twenty-eight percent (280) of the entering candidates were required to enroll in college level remedial mathematics, 16% (159) remedial reading and 18% (181) remedial writing.*

D. CAREER ORIENTATIONS

Twenty-two percent of those entering teacher preparation programs in 1985-1987 reported "high" or "complete" confidence in their overall ability to succeed as teachers with no further course work or experience in teaching. The proportion who said they have "high" or "complete" confidence in their ability to carry out the 12 teaching roles listed in the survey range from 15% to 37% (see Table V.)

---

* remedial math 30% in 1985-86; 25% in 1986-87.

remedial reading 18% in 1985-86; 13% in 1986-87.

remedial writing 21% in 1985-86; 15% in 1986-87.

Table V
Level of Confidence in Ability To Perform
Selected Teaching Roles
(N=1019)

Role	Perceived Confidence Level: Little or None	Moderate	High to Complete
1. Deciding what content to teach.	26% (269)	49% (493)	25% (254)
2. Designing lessons, units and courses of study.	39% (400)	45% (462)	15% (155)
3. Establishing effective working relations with students from diverse cultural/academic backgrounds.	19% (195)	43% (440)	37% (379)
4. Responding appropriately to disruptive pupil behavior.	18% (179)	47% (478)	35% (356)
5. Establishing classroom environment in which students take responsibility for themselves and others in the group.	17% (171)	47% (475)	36% (365)
6. Applying effective methods of teaching specific subjects such as reading and mathematics.	37% (374)	47% (476)	16% (161)
7. Providing instruction that addresses individual needs/concerns.	26% (263)	49% (499)	25% (250)
8. Maximizing student understanding of subject matter.	25% (251)	47% (476)	28% (288)
9. Motivating students to participate in academic tasks.	13% (136)	50% (507)	37% (368)
10. Assessing student learning and development.	30% (303)	47% (482)	23% (230)
11. Making instructional decisions in a sound and defensible manner.	28% (283)	46% (466)	26% (265)
12. Analyzing and improving your own teaching performance.	19% (194)	45% (453)	36% (367)
MEANS:	24.8%	46.9%	28.3%

Respondents were also surveyed on their opinions of the relative importance of various sources of professional knowledge needed for teaching:

84% (847)	rated	on-the-job experience as teacher	as crucial
82% (822)	rated	experiences in school that are a part of the teacher preparation program (pre-student teaching, student teaching)	as crucial
61% (621)	rated	courses in the content area each will teach	as crucial
68% (685)	rated	courses that focus on methods of teaching (reading/management/organization)	as crucial

Other ratings of professional knowledge sources are summarized in Table VI.

Table VI.

Ratings of the Sources of Professional Knowledge Needed For Teaching
(N=1019)

	Unimportant, Questionable, or Ambiguous	Important or Crucial
1. Courses in the content area you intend to teach.	3% (33)	97% (977)
2. General education courses (courses that satisfy the university's general education requirements.)	38% (387)	62% (628)
3. Courses that focus on methods of teaching (methods of teaching reading, classroom management/organization).	3% (29)	97% (983)
4. Educational psychology courses (child growth and development, psychology of individual differences, psychology of instruction).	8% (79)	92% (934)
5. Courses in Foundations of Education (philosophy of education, educational sociology, politics of schools).	33% (323)	67% (684)
6. Courses/lab experiences that focus on synthesis of educational knowledge and practice.	14% (142)	86% (867)
7. Participating in research projects that focus on teaching or teacher education.	29% (295)	70% (717)
8. Reading books/articles that you have selected that deal with education or with your major field of study.	12% (119)	88% (894)
9. Experiences in school that are a part of the teacher preparation program (pre-student teaching, student teaching).	1% (10)	99% (994)
10. Your observations and experiences as a kindergarten through 12th grade student.	13% (129)	87% (882)
11. Working with groups of children in non-school settings (Sunday school teacher, camp counselor).	20% (198)	80% (817)
12. On-the-job experience as a teacher.	1% (13)	99% (990)

Eighty-six percent (865) reported that they intend to search for a job in Michigan and of those, 54% (473) would be willing to leave the state for a teaching position.[1]

Eighty-nine percent (886) indicated that teaching is either the only career they are considering, or their first choice of careers. Nine percent (90) said that teaching has some appeal, but it is not their first career choice. Two percent (17) indicated that they have no intention of ever teaching.

The survey also asked respondents whose first choice of careers was teaching to reflect on 10 selected career motivating factors and indicate "yes" if the factor played a significant role in their decision to become a teacher. As the data summarized in Table VII indicates, the most common source of motivation for entering the teaching profession is the "love of children."

Table VII.

Motivating Factors for Entering the Teaching Profession
of Those Whose First or Only Choice of Careers Was Teaching

	YES	NO
1. Teaching provides an opportunity to be creative.	80% (720)	20% (175)
2. I believe the quality of education must be improved.	85% (752)	15% (137)
3. I love to work with children.	87% (781)	13% (114)
4. I have always enjoyed school.	59% (527)	41% (365)
5. I was not as successful as I had hoped to be in courses that would have prepared me for my initial choice of careers.	16% (144)	84% (732)
6. Persons I respect have encouraged me to become a teacher.	58% (513)	42% (378)
7. Teaching provides an opportunity to apply what I have learned in my major field of study.	71% (627)	29% (261)
8. I can make better use of my abilities in teaching than in other careers I might enter.	71% (628)	29% (258)
9. Teaching is more likely to provide a sense of personal achievement and satisfaction than is true of other careers I might enter.	83% (745)	17% (151)

[1] Chi-sq.=10.36, $p \leq .01$; 1986-87 less likely to leave Michigan; 59% in 1985-86; 48% in 1986-87.

Table VII. (cont.)
Motivating Factors for Entering the Teaching Profession

	YES	NO
10. Teachers have a lot of time off, especially during the summer.	44% (386)	56% (492)
11. Through teaching I can help students develop		
(A) a sense of personal achievement and self-esteem	99% (894)	1% (10)
(B) an appreciation of cultures other than their own	83% (736)	17% (154)
(C) knowledge and understanding of the subjects I consider important	93% (827)	7% (65)
(D) a sense of excitement about learning new things	98% (885)	2% (18)

The time at which respondents who were committed to a career in teaching decided they wanted to become teachers was	16% (147)	before high school
	20% (182)	during high school and
	64% (573)	after high school.
When asked to identify an individual who was especially influential in the decision to become a teacher,	36% (323)	said no one
	30% (269)	said a former teacher
	20% (180)	said mother or father
	9% (82)	said "other"
	5% (46)	said close relative(s).
When asked to indicate the level at which they would prefer to teach following graduation,	2% (22)	said pre-school
	50% (551)	elementary level
	11% (95)	middle school level
	37% (327)	high school level
And they would prefer to begin teaching in	54% (485)	a suburban school setting
	17% (156)	a rural school
	11% (101)	an inner city/urban school.
	17% (153)	no preference
The respondents also said they want to teach in a	63% (555)	public school
	28% (249)	"no preference"
	7% (63)	private/parochial school.

When those committed to careers in teaching were asked how many years they will work as a teacher,

57% (510) said more than 10 years
37% (328) between 5 and 10 years
6% (51) less than 5 years.

Of those who expect to teach less than ten years,

42% (188) expect a more advanced position in education
29% (129) will leave to raise a family
29% (128) will seek a career outside of education.

When the 252 elementary respondents who said "teaching is my first/only career choice" were asked the subjects each would feel most successful teaching,

21% (104) selected social studies
23% (112) selected reading
20% (97) selected mathematics
18% (90) selected language arts
18% (86) selected science.

When these respondents were asked to identify the subject they would feel least successful teaching,

33% (169) selected math
26% (133) selected science
17% (84) selected social studies
18% (92) selected language arts
6% (29) selected reading.

E. GENERAL ORIENTATION TO TEACHING

When asked to identify which of four goals of schooling candidates considered most important,

46% (458) selected academic development
40% (403) selected personal development
12% (116) selected social development
2% (19) selected vocational development.

Conversely, when asked to select the least important goal of schooling,

75% (720) selected vocational development
15% (144) selected social development
6% (61) selected personal development
4% (42) selected academic development.

But, when asked to rank the level of importance of each of these "goals of schooling", most candidates indicated all four goals were "important" or "crucial" (see Table VIII.)

Table VIII.

Perceived Importance of the General Goals of Schooling
(N =1019)

Goal	Level of Importance			
	Unimportant	Questionable	Important	Crucial
A. Promote academic development	0% (4)	1% (6)	26% (263)	73% (734)
B. Enhance personal development	0% (3)	2% (17)	33% (334)	65% (658)
C. Facilitate social development	0% (4)	2% (19)	40% (407)	58% (581)
D. Promote vocational development	1% (5)	9% (96)	52% (522)	39% (389)

Entering candidates reported that their greatest satisfaction as a teacher would be to be recognized for their ability to

- 47% (471) encourage youngsters to accept responsibility for their own actions
- 32% (326) promote high levels of academic achievement
- 21% (208) work effectively with students from diverse backgrounds.

These candidates also reported that they believe the most frequent source of student <u>failure</u> is

- 42% (414) students' lack of academic motivation
- 23% (232) the teacher's failure to consider the unique interests and abilities of students
- 20% (203) the teacher's failure to use effective teaching methods
- 14% (143) students' home background
- 1% (9) students' lack of intellectual ability.

And, conversely, these candidates reported that they believe the most frequent source of student <u>success</u> is

- 52% (516) students' enthusiasm or academic motivation
- 20% (203) teachers' use of effective methods
- 16% (160) teachers' attention to the unique interests and abilities of students
- 10% (95) students' home background
- 2% (26) students' intellectual ability.

When the candidates were asked which of four qualities was most essential to teaching success,

- 37% (372) selected "communicating knowledge at a level students understand";
- 32% (318) indicated "establishing a cooperative learning environment where students take responsibility for their own learning and that of others";
- 27% (270) selected "responding appropriately to differences in the academic, social, and cultural background of individual students"; and
- 4% (44) selected "knowing what sources of information to consider when making important educational decisions."

Given three choices of what would pose the most serious problem for these candidates as teachers,

- 54% (545) said "a lack of student desire to learn";
- 27% (269) said "lack of parent support and interest"; and
- 19% (198) said "a lack of direction/ support from school administrators."

And given a choice of three types of students to teach, the entering candidates prefer to teach,

- 45% (453) highly motivated students
- 31% (307) students of average academic motivation
- 24% (243) students who must be challenged or somehow motivated to learn.

How would the entering candidates like to be remembered by their students? Given three choices,

- 43% (436) said promoting high levels of academic achievement;
- 37% (374) said enhancing students' self-esteem and
- 20% (198) said teaching students to accept responsibility for their own beliefs and actions.

Given five adjectives, these candidates would like their students to describe them as a teacher who is

50% (494) "caring"
29% (284) "enthusiastic"
10% (95) "patient"
6% (57) "organized"
5% (50) "knowledgeable."

F. EDUCATIONAL BELIEFS

The final section of the entry study asked participants to indicate the extent to which they agreed or disagreed (5 point scale) with each of 53 statements describing educational beliefs.

Candidates were most likely to agree with the following seven belief statements:

93% AGREED that risk taking and making mistakes are essential components of social, emotional, and intellectual development.

89% AGREED that to be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.

88% AGREED that students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.

87% AGREED that teachers should establish and enforce clear cut rules for acceptable student behavior.

86% AGREED that the development and delivery of a lesson plan should always be guided by a clear statement of what the students are expected to learn.

86% AGREED that school-aged youngsters are capable of learning to accept responsibility for their own actions.

82% AGREED that planning for instruction should almost always begin with a systematic diagnosis of student needs.

Respondents were most likely to disagree with the following seven belief statements:

87% DISAGREED that school learning is serious business; it doesn't have to be fun.

71% DISAGREED that it is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.

65% DISAGREED that when working with slow learners, teachers should focus nearly all of their instruction on "minimum competency" objectives.

61% DISAGREED that students learn more when they work alone than when they work in groups.

63% DISAGREED that in all likelihood, an elementary-school student who has outstanding abilities in mathematics, also has outstanding abilities in reading and social studies.

59% DISAGREED that one of the most effective ways for teachers to increase motivation is to stimulate competition among students.

53% DISAGREED that instead of mixing students with different levels of ability, required high school courses should have separate classes for low achieving and high achieving students.

Finally, in addition to statements with which a majority of entering candidates agreed and disagreed, there were several statements with which a substantial number of candidates neither agreed nor disagreed. These may reflect areas in which the respondents feel they are not well enough informed to take a position.

46% NEITHER agreed nor disagreed that schools should function as agents to change society rather than as reinforcers of the status quo.

51% NEITHER agreed nor disagreed that instructional programs that seek to address interdisciplinary programs/ themes are generally superior to those that treat subject matter as isolated disciplines.

47% NEITHER agreed nor disagreed that when working with students from low income families, teachers should rely primarily on teacher directed, whole group instruction.

45% NEITHER agreed nor disagreed that students should have a strong voice in planning classroom activities.

40% NEITHER agreed nor disagreed that subject matter courses should stress the way knowledge is derived in the corresponding academic disciplines.

39% NEITHER agreed nor disagreed that when making instructional decisions, teachers should rely on what "feels right" instead of "what available information suggests is right" whenever these two sources of information conflict.

37% NEITHER agreed nor disagreed that teachers should assume responsibility for eliciting parent support.

Only two belief statements were characterized by a bimodal response pattern, with about as many candidates agreeing as disagreeing with a statement:

41% AGREED and 38% DISAGREED that	a variety of face-to-face interactions with individuals of diverse cultures will not necessarily promote understanding and acceptance of those cultures and
38% AGREED and 37% DISAGREED that	given the opportunity to choose, middle- and high-school aged students will make viable decisions about what they need to learn.

SECTION II. SUBPOPULATION CONTRASTS

INTRODUCTORY NOTE: This section of the report focuses on differences in the entry level responses of (1) candidates in the Standard and Alternative Programs (1986-87); (2) elementary and secondary candidates who began their programs in 1985-86 compared with those who began in 1986-87. The latter contrasts provide some sense of the impact of the quota system (introduced in Fall, 1986) on the profiles of students entering MSU's teacher preparation programs.

Prior to the quota system a minimum cumulative grade-point-average of 2.00 was required for admission to teacher education programs. Following introduction of the quota policy, the requisite grade-point-average was typically higher than 2.75 for most elementary and secondary candidates (see APPENDIX I for details of the admission/quota system.)

A. STANDARD VS. ALTERNATIVE PROGRAM(S) CONTRASTS (1986-87 academic year):

Teacher education candidates in the College of Education are affiliated with either the Standard Program or an Alternative Program. Although there are four Alternative Programs (Academic Learning, Learning Community, Heterogeneous Classrooms and Multiple Perspectives) entry responses from each alternative program were combined into a composite "Alternative Program" so that the sample size would be more stable and more nearly equal to that of the Standard Program. (There were no entries into the Heterogeneous Classrooms Program in 1986-87).

Number of Program Respondents

Standard Program		356
Alternative Program(s)		118
Academic Learning	42	
Heterogeneous Class-rooms	0	
Learning Community	21	
Multiple Perspectives	55	
TOTAL		474

Chi-square tests were used to compare responses of the 356 Standard Program candidates and the 118 Alternative Program candidates. Because participants sometimes chose to skip questions, sample sizes were usually smaller than these two figures and varied slightly from question to question. The probability of a Type I error was fixed at .05 across all tests.

The impression created by the full set of comparisons is that students in both groups, the Standard Program and the Alternative Programs, are similar. Differences in response patterns were statistically significant for only 45 of the 175 questions (26%) on the entry survey. These differences are summarized in this section of the report.

Differences in High School Background and Activities

While in high school, a higher proportion of Alternative Program entrants completed three or more years of

	chi-sq.	p
History/social studies	10.21	.01
mathematics	10.32	.03
foreign language	9.24	.05

and tended to do more reading for pleasure.

Differences in College Background

Alternative Program entrants were more likely to

	chi-sq.	p
know they were going to college before high school	15.90	.00*
not be a transfer student to MSU	7.40	.01
not be a post B.A. student (there were not post-grad students in Alternative Programs)	19.57	.00
not be of advanced class standing (a higher percentage entered as sophomores)	19.57	.00
major in elementary education	20.09	.00

(Note: there were no significant differences in enrollments in remedial math, writing or reading between Standard and Alternative Program entrants.)

Career Plans

Entrants responded to 13 questions focused on self-perceptions of their confidence to succeed now as a full time teacher and to successfully perform 12 teaching roles. Differences between Standard and Alternative Program entrants were statistically significant for all but one of these ratings. Alternative Program entrants were more likely to report that they have less confidence in their current abilities (see TABLE VIII on the following page.)

When the entrants to both programs were asked about sources of professional knowledge, Alternative entrants were more likely to think that courses focused on the synthesis of educational knowledge/practice are crucial sources of professional knowledge needed for teaching (chi-sq.=12.44, $p \leq .00$) and that experiences in school that are a part of the teacher preparation program are crucial sources of professional knowledge (chi-sq.=8.53, $p \leq .01$).

---

* probabilities reported as .00 are values that have been rounded off to the nearest percent.

TABLE VIII. PERCEIVED CONFIDENCE LEVELS

TEACHER ROLE		Little	Moderate	High	Complete	chi-sq.	p
Ability to succeed now as a full time teacher	Standard	23%	55%	10%	6%	7.48	.05
	Alternative	33%	54%	10%	3%		
Deciding what content to teach and what not to teach	Standard	22%	49%	25%	4%	16.56	.00
	Alternative	39%	47%	13%	2%		
Designing lessons, units and courses of study	Standard	40%	45%	14%	1%	9.92	.01
	Alternative	55%	37%	7%	1%		
Establishing effective working relations with students	Standard	14%	46%	31%	10%	13.92	.00
	Alternative	26%	43%	28%	3%		
Responding appropriately to disruptive student behavior	Standard	17%	48%	30%	6%	9.43	.02
	Alternative	25%	51%	23%	1%		
Establishing a classroom environment in which students actively take responsibility for themselves/others	Standard	15%	48%	31%	6%	16.4	.00
	Alternative	30%	47%	20%	3%		
Applying effective methods of teaching specific subjects such as reading and mathematics	Standard	35%	50%	12%	3%	9.80	.02
	Alternative	52%	36%	9%	2%		
Providing instruction that addresses individual needs and achievements	Standard	22%	51%	23%	5%	14.14	.00
	Alternative	34%	54%	9%	2%		
Maximizing student understanding of the subject matter	Standard	20%	48%	26%	6%	25.44	.00
	Alternative	41%	42%	17%	0%		
Motivating students to participate in academic tasks	Standard	11%	51%	31%	7%	16.82	.00
	Alternative	20%	60%	15%	4%		
Assessing student learning and development	Standard	25%	51%	21%	3%	25.12	.00
	Alternative	49%	36%	13%	2%		
Making instructional decisions in a sound and defensible manner	Standard	25%	48%	21%	5%	19.11	.00
	Alternative	44%	44%	10%	2%		
Analyzing and improving your own teaching performance	Standard	18%	47%	28%	7%	5.57	.13
	Alternative	27%	43%	26%	3%		

		chi-sq.	p
Alternative Program entrants were more likely to	...describe teaching as the only career each is considering at this point in time (49% vs. 35%) (Note: there was a higher percentage of secondary candidates in the Standard Program than in the Alternative Program.)	7.70	.05
	...select "I love to work with children" as a motivating factor for selecting teaching as a career (92% vs. 85%) (Note: there was also a higher percentage of elementary candidates in Alternative Programs than in the Standard Program)	6.66	.01
	...choose teaching as a career because they enjoyed school	5.41	.01
	...believe they can make better use of abilities in teaching than in other careers (79% vs. 67%)	14.68	.00
	...believe that through teaching they can help students develop an appreciation for cultures other than their own. (87% vs.81%)	4.81	.02
	...realize they wanted to become a teacher prior to entering high school (29% vs. 14%)	14.15	.00
	...want to become elementary teachers (60% vs. 46%)	11.02	.02

General Orientation to Teaching

There were no significant differences when the two groups responded to questions focusing on the relative importance of the four general goals (academic, social, personal, vocational) of schooling. When asked to identify the most frequent sources of student failure from a list of five choices, Alternative Program entrants were more likely to choose "students' home background" (24% vs. 13%) whereas the Standard Program entrants were more likely to choose "teachers' failure to use effective methods of teaching" (21% vs. 11%).

When anticipating problems as a teacher from either parents, students or administrators, Standard Program entrants were more likely to say that the most troublesome source of problems would be from administrators (22% vs.10%). Alternative entrants were more likely to choose parents (34% vs. 25%).

General Background Information

Seventy-nine percent of the Standard Program entrants were female compared to 85% entering Alternative Programs (due primarily to the higher proportion of elementary candidates in Alternative Programs). And, on the average, students in Alternative Programs tended to be younger (due primarily to the absence of any post-graduate entrants in Alternative Programs). Alternative Program entrants also reported higher annual combined incomes of parents at the time each graduated from high school. And although the same percentage, 36%, of both groups did not have a job at the time they completed the survey, of those who did, entrants in the Standard Program reported working considerably more hours per week. (20% of the Standard Program entrants worked over 20 hours per week compared to 7% in the Alternative Programs.)

Educational Beliefs

The response pattern of both groups in agreeing/disagreeing with statements describing educational beliefs were remarkably similar. Response patterns were significantly different for only three of the 53 statements:

	chi-sq.	p
"When working with slow learners, teachers should focus nearly all of their instruction on 'minimum competency' objectives." (Standard Program entrants disagreed more frequently than Alternative entrants.)	10.94	.02

	chi-sq.	p
"In general, the more a teacher knows about a subject the better able s/he is able to teach the subject effectively." (Alternative Program entrants disagreed with this statement more often than Standard Program entrants.)	14.71	.01

"The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn." (A majority of both groups agreed with this statement. 11% of the Standard entrants responded "neither" or "disagree" compared to 21% of the Alternative entrants.) 20.30 .00

B. Pre- and Post- Admission Criteria Contrasts

In the Fall, 1986, the College of Education implemented a quota system for admission to teacher preparation programs. Students were admitted to programs according to decreasing rank order of adjusted cumulative grade-point-averages, with adjustments make for post-B.A. students, transfer students and minorities. (See APPENDIX I for details of the admission criteria.)

Thus, the purpose of contrasting elementary entrants in 1985-86 with those beginning the teacher education sequence in 1986-87 ("pre-quota" vs. "post-quota") and corresponding groups of secondary candidates (also "pre-quota" vs. "post-quota") was to examine the impact of raised admission criteria on characteristics of entering students. (For a detailed report of the characteristics of the "pre-quota" elementary and secondary groups, see West, PROFILES OF ENTERING MICHIGAN STATE UNIVERSITY TEACHER EDUCATION STUDENTS, 1985-1986 ACADEMIC YEAR, Program Evaluation Series #12, 1986, East Lansing, MI.: Office of Program Evaluation, College of Education, Michigan State University.)

1. ELEMENTARY 1985-86 Versus ELEMENTARY 1986-87 ENTRY CONTRASTS

1985-86, 252 Elementary entrants responded to the entry survey (the "pre-quota" group) and in 1986-87, 221 Elementary entrants responded (the "post-quota" group.)

The response patterns of the two groups were strikingly similar. Differences in responses were significantly different for only 13 of the 175 questions on the entry survey (alpha=.05). Otherwise, the responses of candidates in the "post-quota" group were very similar to those of candidates in the "pre-quota" group.

The significant differences between the "pre- and post quota" groups included:

... the proportion of students enrolled in the Standard Program was higher in the "post-quota" group than in the "pre-quota" group (70% vs. 52%).

... a higher percentage of entrants in the "post quota" group graduated from high schools with graduating classes of more than 500 students (21% vs. 11%).

... a higher percentage of entrants in the "pre-quota" group graduated from rural high schools (27% vs. 17%).

... The "post-quota" group included a higher percentage of juniors and seniors (89% vs. 78%).

... the "post-quota" group reported somewhat lower levels of confidence in their ability to design lessons, units and courses of study. (50% in the "post-quota" reported "little or no confidence" compared to 41% in the "pre-quota" group.)

... a higher percentage in the "post-quota" group reported they have moderate or high levels of confidence (75% vs. 67%) in their ability to establish effective working relations with students from diverse cultural and academic backgrounds.

... a lower percentage of the "post-quota" group would be willing to leave Michigan for a teaching job (43% compared to 56% for the "pre-quota" group).

... a lower percentage of the "post-quota" group reported they entered teaching because "teaching provides an opportunity to apply what I have learned in my major field of study." (54% vs.68%)

... a lower percentage of the "post-quota" group said they entered teaching because "teachers have a lot of time off, especially in the summers (38% compared to 51% in the "pre-quota" group).

... a higher percentage in the "post-quota" group said the most frequent source of student success is the student's home background (16% vs. 6% in the "pre-quota" group.)

... a higher percentage of the "post-quota" group reported that they intend to earn a M.A. or other advanced degree (66% vs. 54%).

... members of the "post-quota" group were less likely to agree (17% vs. 31%) and more likely to disagree (61% vs. 48%) that "instead of mixing students with different levels of ability required high school courses should have separate classes for low achieving and high achieving students."

... members of the "post-quota" group were less likely to agree that "to be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching" (21% vs. 28% in the "pre-quota" group.)

Commentary

With higher cumulative grade-point-averages required for admission through the quota system to elementary teacher education programs, it might be anticipated that concomitants to academic success, such as a decrease in the percentage enrollment in remedial classes, could be expected. Interestingly, there were no significant differences between the "pre- and post-quota" entrants in proportional enrollments in remedial math, reading, or writing. Likewise, the proportion of "pre- and post-quota" elementary entrants elected to the National Honor Society while in high school did not differ

significantly and the proportion of entrants in both groups who selected "academic development" as the most important goal of schooling was approximately equal. It seems paradoxial that significant differences do not exist between these groups in areas that could very likely be related to academic achievement.

2. SECONDARY 1985-86 VS. SECONDARY 1986-87 ENTRY CONTRASTS

In 1985-86, 216 secondary entrants responded to the entry survey (the "pre-quota" group) and in 1986-87, 202 secondary entrants responded (the "post-quota" group.)

The response patterns of the secondary groups were remarkably similar, with significant differences for only 9 of the 175 questions on the survey (alpha=.05). Otherwise, the response patterns were very similar to those reported for the 1985-86 academic year.

The significant differences between the "pre- and post-quota" secondary entrants included:

... the "post-quota" group included a higher proportion of junior and seniors (83.9% vs. 64.7%). The percent of post B.A. students also dropped from 25% in the "pre-quota" group to 14% in the "post-quota" group.

... the proportion of entrants enrolled in remedial reading dropped from 21% in the secondary "pre-quota" group to 9% in the secondary "post-quota" group.

... the proportion of entrants enrolled in remedial writing dropped from 21% in the secondary "pre-quota" group to 10% in the secondary "post-quota" group.

... a higher proportion of "post-quota" entrants said that general education courses are important sources of professional knowledge needed for teaching (67% compared to 58% of the "pre-quota" entrants).

a higher proportion of "post-quota" entrants responded that participating in research projects that focus on teaching is a crucial source of professional knowledge (18% vs. 9% in the "pre-quota" group.)

... a higher proportion of "post-quota" entrants reported that "persons I respect encouraged me to become a teacher" (61% vs. 51% of the "pre-quota" entrants.)

... although the proportion of members in both groups who reported they decided they wanted to become a teacher after high school, was very nearly equal (about 61%), a higher proportion of "post-quota" entrants (17% vs. 9%), said they wanted to become teachers prior to the time they entered high school.

... while a clear majority of both the "pre- and post-quota" groups rated all of the four goals of schooling (academic, social, personal, and vocational development) as crucial, no one in the "post-quota" entrant group rated social development as unimportant and only one indicated that it was questionable, compared to 11 members of the "pre-quota" group who said social development was unimportant or of questionable significance.

... in the "pre-quota" group, 46% were over 22 years old compared to 39% in the "post-quota" group.

Concluding commentary

Despite many similarities, there were three general patterns of differences among elementary and secondary "pre- and post-quota" entrants:

(a) As might be expected, the two groups differed in predictable ways across certain characteristics that are directly related to success in school. After the quota policy was introduced, for example, the proportion of secondary candidates who were required to take a college-level remedial class in reading dropped from 21% to 9% and the percentage who were required to take a remedial class in writing decreased by about 10%. Interestingly, declines of this type were not evident among elementary candidates. On the other hand, a higher proportion of elementary candidates in the "post-quota" group did report that they intend to earn an M.A. or other advanced degree (66% vs. 54%).

(b) Candidates in the "pre- and post-quota" groups also differed in some of their reasons for choosing teaching as a career. A higher proportion of elementary candidates in the "pre-quota" group reported that they wanted to become a classroom teacher because "teaching provides an opportunity to apply what I have learned in my major field of study" (67% vs. 54%) and because "teachers have a lot of time off, especially during the summer" (51% vs. 38%). At the secondary level, a larger percentage of candidates in the "post-quota" group reported that "persons I respect have encouraged me to become a teacher" (61% vs. 51%).

(c) The profiles of candidates in the "pre- and post-quota" groups differed in ways that can be traced to the formula underlying MSU's quota system. The formula used to rank students in each certification program centers on cumulative grade point averages, with adjustments in g.p.a's for post-B.A. students, transfer students, and minorities. As expected, the proportion of entering students who were juniors and seniors significantly increased following the introduction of this system (from 78% to 89% at the elementary level and from 65% to 83% at the secondary level). Unexpectedly, the proportion of post-B.A., secondary candidates decreased significantly (from 25% to 14%).

APPENDIX I.

Interim Teacher Education Selection Process
Spring, 1988

For selection of juniors-to-be, external transfer students, internal major changes, and post-B.A. students.

Application Requirements

1. A completed application form, including any supplementary material required by department/college*
2. At a minimum, a cumulative 2.0 GPA (through term prior to application)
3. Completion of any required remedial-developmental-preparatory courses
4. Completion of the specified writing sample*[(a)]

*special accommodations for transfer students may be required during Spring, 1988

Criteria for Selection

1. Applications are "pooled". They are considered by departments/colleges if their total points fall within the top 75% according to the following criteria:

	Points
Overall GPA	actual
MSU student (sophomores/juniors/seniors with 30 credits earned at MSU)	1
Transfer student	.5
Post B.A.	.5
Writing Sample**[(a)]	0 to .4
Ethnic Minority	1

**Alternative testing procedures may be used for persons with handicapping conditions to permit full and fair demonstration of competence.

Anyone who wished to appeal an adverse determination of admission due to such factors as error in calculation or existence of handicapping condition may do so.

2. Individual department/colleges may apply additional department/college criteria which are specified and adhered to in the selection of students. Colleges are not to exceed target enrollments but are to rank order other qualified applicants.

(a) The writing sample may need to be administered on a pilot basis and then would not be used in the admission criteria in Spring, 1988.

Available Positions

1. Target enrollments are assigned to colleges based on proportion of recent certificates granted. Colleges may use class standing as a criterion for selecting students in order to insure a balance of students by class standing, including juniors-to-be, external transfer students, internal major changes, and post-B.A. students.

2. Teacher Education Council assigns unfilled places, giving priority to areas of highest market demand.

Process for Future Terms

The process and criteria for admitting students in fall 1987 and winter 1988 will be expected to be the same as spring 1988 unless it is determined that the spring process was not satisfactory. There will be an application process each term, excluding summer. Students may reapply if denied on their first application. The number of students admitted in fall and winter are "borrowed" from available positions in spring 1988.

The proposed criteria for decision on long term enrollment limitations and teacher education admissions will be developed in the fall of 1987, and submitted through the academic governance process.

Recommended by Teacher Education Council 3/7/86

Approved by College of Education Undergraduate Education Policy Committee 3/10/86

Endorsed by the Committee of Deans 3/11/86